DOCUMENT RESUME

ED 224 538 JC 830 016

AUTHOR Nespoli, Lawrence A.; Radcliffe, Susan K.
TITLE Follow-Up of 1980 Graduates. Research Report Number 25.
INSTITUTION Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE Feb 82
NOTE 67p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; *Participant Satisfaction; Questionnaires; State Norms; State Surveys; Student Attitudes; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS *Maryland

ABSTRACT

In spring 1981, a survey was conducted to gather descriptive and evaluative data from the 1980 graduates of Howard Community College (HCC). Questionnaires were mailed to all 231 graduates soliciting demographic data and information on current activities, reasons for attending HCC, goal achievement, satisfaction with instruction and the college in general, and transfer and employment experiences. Survey findings, based on a 77% response rate and on comparisons with statewide data, include the following: (1) the average age of the HCC graduates was 31.4 years, while the statewide average was 27.9 years; (2) the HCC graduating class contained proportionately more females than the state norm (68.2% vs. 59.3%); (3) 79.1% of the graduates were employed and 36.2% were attending school; (4) 83% of the HCC graduates working full-time and 90% of the graduates who had transferred remained in a field related to their HCC major; (5) 93.5% of the transfer graduates were satisfied or extremely satisfied with their HCC program; 25% reported an overall grade point average of 3.5 or better; and almost 90% indicated success in transferring all but one to six of their college credits; (6) 95% of the graduates employed full-time were satisfied with their HCC preparation; and (7) 91% of the HCC graduates reported that they had achieved their primary educational goal by the time they graduated. The survey instrument and student comments are appended. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224538

Follow-Up of 1980 Graduates

JC 830 016

Research Report Number 25
Howard Community College
February 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. A. Nespoli

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FOLLOW-UP OF 1980 GRADUATES

BY

Lawrence A. Nespoli
Director of Research and Planning

and
Susan K. Radcliffe
Research Specialist

Howard Community College
Columbia, Maryland

February 1982

TABLE OF CONTENTS

		Page
List of Tables		v
Brief Summary of Findings		vii
Chapter		
I.	Introduction	1
II.	Methodology	1
III.	All Graduates	1
IV.	Employed Graduates	9
	Assistance in Getting Job	9
	Location of Employment and Earnings	10
	Relationship of Job to HCC Major	10
	Satisfaction With Job Preparation	11
	Unemployed Graduates	11
	Summary of Findings on Employed Graduates	11
V.	Graduates Continuing Their Education	19
	Enrollment Status	19
	Transfer Institutions	21
	Relationship of Curriculum Program to Transfer Major	22
	Adequacy of Preparation for Transfer	23
	Transfer Grade Point Average and Credit Transfer	24
	Summary of Findings on Transfer Graduates	27
VI.	Evaluation of the College	28
	Reasons for College Attendance	28
	Goal Achievement	28
	Satisfaction with College	29
VII.	Comparison of 1980 Graduates with Graduates of Prior Years	34
VIII.	Summary	36
Appendices		
A	Comments of HCC Graduates on Needed Program Improvements	38
B	Current Status of HCC Graduates	43
C	Survey Form	49
D	Mean Salary by College	53
	Bibliography	54

LIST OF TABLES

Table		Page
I	Graduates by Age	2
II	Graduates by Sex	2
III	Graduates by Race	3
IV	Graduates by Highest Degree Received	4
V	Graduates by Credits Earned	5
VI	Graduates by Grade Point Average	5
VII	Graduates by HEGIS Program Category and Sex	6
VIII	HCC Graduates by Program and Current Status	7
IX	Statewide Graduates by Program and Current Status	8
X	Employment Status	9
XI	Graduates by Occupational Classification	12
XII	Assistance in Locating Current Full-Time Job	13
XIII	When Present Job Began	13
XIV	Employment Location	14
XV	Mean Salary of Full-Time Employed Graduates	15
XVI	Salaries of HCC Graduates by When They Began Their Present Jobs	15
XVII	Relationship Between Curriculum Program and Job	16
XVIII	Major Reason Program Not Related to Job	17
XIX	Satisfaction with College Preparation for Employment	18
XX	Unemployed Graduates	18
XXI	Transfer Students Continuing Their Education	19
XXII	Enrollment Status of Transfer Students	20
XXIII	Type of Transfer College	21
XXIV	Relationship Between Curriculum Program and Transfer Major	22
XXV	Satisfaction with Preparation for Transfer	23
XXVI	GPA of Transfer Students	25
XXVII	Credits Not Received for Transfer	26
XXVIII	Most Important Reason for Choosing College	30
XXIX	Student Goals	31
XXX	Goal Achievement	32
XXXI	Satisfaction with Classroom Instruction and Quality of College	33
XXXII	Comparison of Graduating Classes (1973 to 1980) By Degree Awarded	34
XXXIII	Comparison of Graduating Classes (1973 to 1980) By Post-Graduate Status	35
XXXIV	Mean Salary by College	53

BRIEF SUMMARY OF FINDINGS
RESEARCH REPORT 25

TITLE: Follow-Up of 1980 Graduates

AUTHORS: Lawrence A. Nespoli, Director of Research, Planning and Funding and Susan K. Radcliffe, Research Specialist

PURPOSE: To provide descriptive data on 1980 graduates of Howard Community College including demographic characteristics, place of employment, salary, transfer institutions attended, transfer GPA, and other information; to provide information on graduates' satisfaction with HCC classroom instruction and preparation for transfer and/or employment.

METHODOLOGY: A survey instrument was developed jointly by members of the Maryland Community College Research Group and distributed statewide. One hundred seventy-seven of 231 HCC graduates returned completed questionnaires, a return rate of 77 percent. Thus, the sample for analysis represents 77 percent of the entire population. HCC and statewide data are reported by three major program categories: (1) transfer; (2) occupational; and (3) general studies. Individual program analyses are available upon request.

FINDINGS: HCC graduating classes continue to be highly employment oriented, as they were found to be in the 1978 Follow-Up Study. Nearly 80 percent of the 1980 respondents reported immediate employment after graduation, with over three quarters of these working full time. The number of degrees awarded increased by 9 percent from 1978 and the number of transfer curricula associate degrees awarded increased by 46 percent.

Both occupational program and transfer program graduates reported a high level of satisfaction with the preparation received at HCC. Eighty-three percent of the HCC graduates working full-time found jobs related to their program of study (compared to 78 percent statewide), and, on the average, earn higher salaries than community college graduates throughout the state. Over 90 percent of HCC graduates who continued their education reported their community college program of study related to their major at the transfer institution.

Although the number of HCC students with transfer goals is small compared to those enrolled in occupational programs, their academic record is excellent. Graduates of transfer programs have a higher level of goal achievement than HCC occupational and general studies graduates. This is reflected in their success in transferring HCC credits and in the GPA's they achieve at transfer institutions. Twenty-five percent of HCC graduates who transferred achieved GPA's of 3.5 or better at the transfer institution; over 55 percent achieved a 3.0 or better; and 100 percent reported a 2.0 average or better. Ninety percent were successful in having most (all but 1-6) of their HCC credits accepted for transfer.

I. INTRODUCTION

This research report contains detailed information on the 1980 graduates of Howard Community College. The report presents both descriptive and evaluative data. Descriptive data on the graduates include general demographic information on all graduates and more specific information on employed graduates and transfer graduates. The report also reviews graduate evaluations of the quality of class room instruction and the overall quality of the College. Additionally, students were asked to rate their satisfaction with preparation for employment and/or transfer.

Howard Community College has conducted follow-up research on its graduates in each of the last five years, except 1979. The 1981 and the 1978 graduate follow-up studies were coordinated with similar efforts by other community colleges throughout the state. Through the efforts of the Maryland Community College Research Group (MCCRG) and staff of the Maryland State Board for Community Colleges (SBCC), one survey instrument was developed and distributed statewide. As in the 1978 graduate follow-up, comparable statewide graduate follow-up data are available.

Most of the follow-up data presented in this report will be summarized according to three major student categories: (1) transfer program graduates; (2) occupational program graduates; and (3) general studies graduates. (The reader should take note, however, that HCC and statewide data by individual program have been tabulated and are available on request.)

II. METHODOLOGY

The questionnaire developed for use in this study was a joint effort by members of the Maryland Community College Research Group. It was mailed to all HCC graduates who were awarded their degrees in the Spring of 1980.

Survey forms were first mailed on March 2, 1981 to 231 graduates with follow-up mailings occurring on March 16 and March 30. The three mailings resulted in 177 returned completed survey forms -- a response rate of 77 percent. (The sample is representative of the entire 1980 HCC graduating class by sex, race, and age.[1])

III. ALL GRADUATES

Tables I through VI present various demographic and other data on the graduates. The 1980 HCC graduating class is older (Table I) and contains proportionately more females (Table II) than the state norm. In racial composition (Table III), HCC appeared to include a slightly lower proportion of minority group members than Maryland graduates as a whole. However this could be because HCC has a much larger proportion (15.3 percent) in the other/unknown category than the statewide population (1.1 percent). For some reason, more HCC students chose not to give information about race. Therefore, it is impossible to make an accurate comparison between HCC and statewide graduates on race.

---

1. Chi-square analyses found no significant differences between the sample and the population on the variables of sex, race and age.

Table I

GRADUATES BY AGE

AGE	HOWARD		STATEWIDE
	N	%	%
15-19	3	1.7	3.8
20-29	78	45.3	62.6
30-39	58	33.7	21.2
40-49	25	14.5	8.3
50-59	6	3.5	3.2
60-78	2	1.1	.7
TOTAL	172	100.0	-
Mean Age	31.4		27.9

Table II

GRADUATES BY SEX

SEX	HOWARD		STATEWIDE
	N	%	%
Male	56	31.8	40.7
Female	120	68.2	59.3
TOTAL	176	100.0	-

Table III

Graduates by Race

RACE	HOWARD		STATEWIDE
	N	%	%
Black	9	5.1	9.7
Am. Indian	0	0.0	1.3
Asian	6	3.4	1.3
Hispanic	1	.6	.8
White	126	71.6	84.4
Foreign	7	4.0	1.4
Other/Unknown	27	15.3	1.1
TOTAL	176	100.0	-

Because more HCC students are enrolled in certificate programs than the norm (Table IV), they tend as a group to graduate with fewer credits earned (Table V). Finally, HCC students graduate with a higher GPA than do community college students statewide (Table VI). As is always the case when comparing grade point averages, this last fact can be a function of real differences in student achievement, or it may merely reflect different institutions grading procedures and/or differences in grading standards.

Table VII, Graduates by HEGIS Program Category and Sex, illustrates the kind of potential brought to the 1978 and 1980 follow-up studies through participation in the MCCRG statewide effort. This table presents by individual program an analysis of the sexual composition of HCC's 1980 graduating class and of all Maryland community college graduates.[2] The same type of analysis can be done for any data element in the study . Thus, if a division chairman or a faculty member is especially interested in follow-up data on graduates of his/her program(s), he/she can get such information on that particular subgroup of students. Furthermore, he/she can then compare this group with graduates of similar programs offered by other community colleges throughout the state.

---

2. Several points of clarification are needed on Table VII. (1) Graduates are distributed according to the 13 program categories for which survey responses were received at HCC. The statewide "TOTAL" figures, therefore, reflect statewide data for these 13 program categories only. (2) The "ALL STATE PROGRAMS" figures, on the other hand, show statewide totals for all community college programs in Maryland, whether or not they are offered at HCC.

Table VIII provides the basic introduction and organization for what follows in the remainder of this report. Specifically, the table presents data on the current status of the 1980 HCC graduates. Two of the student subgroups -- graduates who continued their education and employed graduates -- will be extensively analyzed in Sections IV and V of this report. Table IX presents data on the current status of all Maryland community college graduates.

The data in Tables VIII and IX suggest that:

1. HCC graduates enter employment much more frequently than they continue their education.

2. This trend holds for occupational program graduates and general studies graduates. Even a substantial number of transfer program graduates (about 60%) become employed after graduating from HCC. Over 70 percent of the transfer graduates go on to school, however, suggesting that many HCC graduates attending transfer institutions are also working either full- or part-time.

3. Compared to 1980 statewide trends, HCC graduates are employed at a higher rate than community college graduates in Maryland[3], but the percentage of students continuing their education at transfer institutions (36 percent) is below the percentage for graduates statewide (45.1 percent). HCC students in transfer programs, however, go on to school at the same rate as transfer students statewide. The percentage of HCC students assuming full-time home responsibilities after graduation is approximately the same as for the state.

Appendix B provides more specific information on the current status of graduates (by program) including names of employers, positions held, and transfer colleges attended.

Table IV

Graduates by Highest Degree Received

DEGREE RECEIVED	HOWARD		STATEWIDE
	N	%	%
Associate	151	85.8	89.2
Certificate	25	14.2	10.8
TOTAL	176	100.0	-

[3] Statistically significant at the .10 level; chi-square value = 3.83

Table V

Graduates by Credits Earned

CREDITS EARNED	HOWARD		STATEWIDE
	N	%	%
Zero	0	0.0	.2
1-3	1	.6	.0
4-6	0	0.0	.0
7-11	1	.6	.0
12-15	2	1.1	.4
16-30	18	10.2	3.6
31-45	37	20.9	8.9
46-60	52	29.4	16.7
61-75	56	31.6	57.4
76-90	8	4.5	10.0
91-124	2	1.1	2.8
TOTAL	177	100.0	-
Mean Credit Earned	51.88		62.68

Table VI

Graduates by Grade Point Average

Grade Point Average	HOWARD		STATEWIDE
	N	%	%
0.00-1.99	0	0.0	.5
2.00-2.49	9	5.1	16.7
2.50-2.99	44	24.9	28.6
3.00-3.49	58	32.8	30.0
3.50 and above	66	37.3	24.1
TOTAL	177	100.0	
Mean GPA	3.28		3.05

Table VII
Graduates by HEGIS Program Category and Sex

PROGRAM	SEX			
	Male		Female	
	N	%	N	%
HOWARD				
Transfer				
Arts and Sciences	2	50.0	2	50.0
Teacher Ed.	1	33.3	2	66.7
Bus. Admin.	10	71.4	4	28.6
SUB-TOTAL TRANSFER	13	61.9	8	38.1
Occupational				
Accounting	5	31.3	11	68.8
Bus. Mgmt.	6	33.3	12	66.7
Hous. Mgmt.	0	0.0	1	100.0
Retailing	0	0.0	2	100.0
Sec. Sci.	0	0.0	8	100.0
Data Proc.	1	7.7	12	92.3
Nursing	2	5.6	34	94.4
Carpentry	12	92.3	1	7.7
BMET	6	85.7	1	14.3
Vision Care	1	14.3	6	85.7
Plant Science	0	0.0	2	100.0
SUB-TOTAL OCCUPATIONAL	33	26.8	90	73.2
General Studies	10	31.3	22	68.8
TOTAL (N=176)	56	31.8	120	68.2
STATEWIDE				
Transfer				
Arts and Sciences		35.4		64.6
Teacher Ed.		31.7		68.3
Bus. Admin.		58.9		41.1
SUB-TOTAL TRANSFER		47.3		52.7
Occupational				
Accounting		34.0		66.0
Bus. Mgmt.		47.4		52.6
Hous. Mgmt.		0.0		100.0
Retailing		50.0		50.0
Sec. Sci.		.5		99.5
Data Proc.		52.0		48.0
Nursing		4.5		95.5
Carpentry		92.3		7.7
BMET		85.7		14.3
Vision Care		14.3		85.7
Plant Sci.		28.6		71.4
SUB-TOTAL OCCUPATIONAL		22.4		77.6
General Studies		39.1		60.9
TOTAL		34.3		65.6
ALL STATE PROGRAMS		40.7		59.3

Table VIII

HCC Graduates By Program & Current Status

PROGRAM	School		Employed		Not Employed		Full-Time Home Responsibility		Military-Service		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Transfer												
Arts & Sciences	2	50.0	2	50.0	0	.0	0	.0	0	.0	0	.0
Teacher Ed.	1	33.3	2	66.7	1	33.3	1	33.3	0	.0	0	.0
Bus. Admin.	12	85.7	9	64.3	1	7.1	1	7.1	0	.0	0	.0
SUB-TOTAL TRANSFER N=21	15	71.4	13	61.9	2	9.5	2	9.5	0	.0	0	.0
Occupational												
Accounting	5	31.3	13	81.3	1	6.3	1	6.3	0	.0	0	.0
Bus. Mgmt.	10	55.6	16	88.9	1	5.6	0	.0	0	.0	0	.0
Housing Mgmt.	0	.0	1	100.0	0	.0	0	.0	0	.0	0	.0
Retailing	1	50.0	1	50.0	0	.0	0	.0	0	.0	1	50.0
Sec. Sci.	0	.0	7	77.8	1	11.1	2	22.2	0	.0	0	.0
Data Proc.	3	23.1	13	100.0	0	.0	2	15.4	0	.0	0	.0
Nursing	1	2.8	33	91.7	2	5.6	5	13.9	0	.0	3	8.3
Carpentry	5	38.5	11	84.6	1	7.7	1	7.7	1	7.7	1	7.7
BMET	3	42.9	5	71.4	2	28.6	1	14.3	0	.0	0	.0
Vision Care	0	.0	7	100.0	0	.0	0	.0	0	.0	1	14.3
Plant Science	1	50.0	0	.0	2	100.0	1	50.0	0	.0	0	.0
SUB-TOTAL OCCUPATIONAL N=123	29	23.4	107	86.3	10	8.1	13	10.5	1	.8	6	28.6
General Studies N=32	20	62.5	20	62.5	4	12.5	4	12.5	1	3.1	0	.0
TOTAL N=177	64	36.2	140	79.1	16	9.0	19	10.7	2	1.1	6	3.4

Table IX

Statewide Graduates by Program & Current Status

PROGRAM	School		Employed		Not Employed		Full-Time Home Responsibility		Military Service		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Transfer												
Arts & Sciences	11	72.0	91	55.5	28	17.1	19	11.6	1	.6	12	7.3
Teacher Ed.	77	74.0	59	56.7	14	13.5	15	14.4	0	.0	5	4.8
Bus. Admin.	213	69.8	204	66.9	28	9.2	27	8.9	3	1.0	12	3.9
SUB-TOTAL TRANSFER	408	71.2	354	61.8	70	12.2	61	10.6	4	.7	29	5.1
Occupational												
Accounting	63	39.6	131	82.4	10	6.3	25	15.7	0	.0	3	1.9
Bus. Mgmt.	30	39.5	62	81.6	7	9.2	4	5.3	1	1.3	4	5.3
Housing Mgmt.	0	.0	1	100.0	0	.0	0	.0	0		0	.0
Retailing	8	30.8	24	92.3	0	.0	0	.0	0	.0	2	7.7
Sec. Sci.	33	17.7	151	81.2	15	8.1	21	11.3	1	.5	10	5.4
Data Proc.	49	28.7	151	88.3	9	14.1	10	5.8	0	.0	2	1.2
Nursing	64	16.7	356	92.7	17	4.4	74	19.3	0	.0	8	2.1
Optical	0	.0	7	100.0	0	.0	0	.0	0	.0	0	.0
Carpentry	5	38.5	11	84.6	1	7.7	1	7.7	1	7.7	1	7.7
BMET	3	42.9	5	71.4	2	28.6	1	14.3	0	.0	0	.0
Plant Sci.	1	14.3	4	57.1	3	42.9	3	42.9	0	.0	0	.0
SUB-TOTAL OCCUPATIONAL	256	24.7	903	87.1	64	6.2	139	13.4	3	.3	30	2.9
General Studies	590	55.3	679	63.6	127	11.9	125	11.7	9	.8	66	6.2
TOTAL	1254	46.8	1936	72.3	261	9.7	325	12.1	16	.6	125	4.7
ALL STATE PROGRAMS N=4265	1909	45.1	3088	73.0	391	9.2	466	11.0	31	.7	189	4.5

IV. EMPLOYED GRADUATES

This section reports findings on the 140 HCC graduates who were employed at the time of the survey, some ten months after their graduation date. Table X shows the employment status of those graduates. Twenty-one percent are employed part-time and 78.6 percent full-time.

Table X

Employment Status

PROGRAM	PART-TIME		FULL-TIME	
	N	%	N	%
HCC				
Transfer	7	50.0	7	50.0
Occupational	18	17.3	86	82.7
General Studies	5	22.7	17	77.3
TOTAL (N=140)	30	21.4	110	78.6
STATEWIDE				
Transfer	184	48.3	197	51.7
Occupational	204	22.8	690	77.2
General Studies	274	37.0	466	63.0
TOTAL	662	32.9	1353	67.1
ALL STATE PROGRAMS	972	30.1	2254	69.9

Table XI reports the "standard occupational classification" for HCC occupational program graduates employed full-time. Registered Nurses and clerical occupations are the two classes most heavily represented by the 1980 graduating class. Computer and Math fields represent a group that has grown since 1978 and has grown more than the same fields statewide. Health Technicians represent another important group.

Assistance in Getting Job

What resources do community college graduates utilize in locating full-time employment opportunities? The data in Table XII indicate that HCC graduates rely primarily on sources external to the College. Forty-two perent contacted the employer on their own, 28.2 percent got assistance from family and friends, and 15.5 precent located their job through newspaper advertisements. Although these trends are typical of the statewide pattern, as well as national patterns,[4] the data may appear to raise some questions about placement services offered at the college, since there is no separate Placement Office.

[4] Bernard Haldene & Associates

On the other hand, job placement and career development services are provided by the Counseling Office, and some faculty members help with placement, as is reflected in Table XII. In addition, it should be noted that many HCC students are not in need of such services while pursuing their degree. Almost 30 percent of HCC graduates were employed prior to their enrolling at the College (see Table XIII). Finally, Placement Services at HCC focus very strongly on a career development approach in addition to placement efforts. This means that students who found jobs "on their own" may very well have been assisted by the college in writing resumes and in gaining interviews, although they were not actually "placed" by HCC efforts.

Location of Employment and Earnings

Table XIV summarizes the employment location of HCC graduates employed full-time. Over 40 percent of the employed graduates work in Howard County; this represents a considerable increase over 1978 graduates. The 28 percent who work in other Maryland counties represents a decrease since 1978. The proportions employed in Baltimore City (20.2 percent) and Washington D.C. (8.3 percent) are approximately the same as in the most recent follow-up study.

Thirty-five percent of HCC occupational program graduates work within Howard County, as compared to a 40.7 percent in-county employment rate for occupational program graduates statewide. This difference has decreased considerably since 1978: a higher proportion of HCC graduates now work in-county, and a lower proportion of statewide graduates work in-county. For the last several years, Howard Community College nursing graduates have had a high out-of-county employment rate, probably because of Howard County's proximity to two large metropolitan areas and their hospitals.

Table XV shows mean salary data for HCC graduates employed full time. HCC graduates mean annual salaries were higher than statewide mean annual salaries both overall and in each subcategory except Business Management. (Mean salaries from BMET and Vision Care programs are shown as exactly the same for HCC and statewide since these are regional programs.)

As might be expected, graduates who were working at their current jobs before entering HCC show a higher mean annual salary than those who obtained employment during or following their education (see Table XVI). This observation probably reflects the greater age and experience of those who began their studies after they were working full time.

Relationship of Job to HCC Major

Over 52 percent of HCC graduates employed full-time are working in jobs directly related to the HCC program in which they were enrolled, as indicated in Table XVI. In contrast, only 45.2 percent of statewide community college graduates (of programs similar to those offered at HCC) reported a similar direct relationship between job and education. This seems to indicate that HCC graduates are rather successful in finding employment consistent with the educational training they have received, as they have been in the past.

For both HCC and all community colleges in Maryland, transfer and general studies graduates have lower rates of employment in jobs directly related to their college programs. This is to be expected of programs not specifically designed for immediate job entry. However, only one HCC graduate reported that he or she was working in a job unrelated to program of study because a job in their field was not found (see Table XVIII). That one student was in a general studies course of study, not an occupational program.

Satisfaction With Job Preparation

Table XIX shows the degree of satisfaction of graduates with college preparation for employment. Ninety-five percent of the HCC graduates employed full-time were satisfied or extremely satisfied with their job preparation (over 27 percent were "extremely satisfied," 67 percent were "satisfied"). Only five percent were not satisfied. These figures were similar to the statewide responses.

Unemployed Graduates

The number of HCC graduates who are actively seeking employment but remain unemployed is very small, as shown in Table XX. The major reasons why community college graduates are unable to find employment are: "salary too low"; "too few openings"; and "need more education."

Summary of Findings on Employed Graduates

Employment is the most frequent post-graduate activity of HCC students. Graduates rely primarily on sources external to the College in locating jobs -- contacting employers directly, assistance from family and friends, newpspaper ads. College faculty are an important source within the college. These patterns are similar to national trends in employment seeking. Over three quarters of the working graduates are employed full-time, and nearly a third had their jobs prior to enrolling at HCC.

Almost ninety percent of the full-time employed respondents work in Maryland, with 41.3 percent in Howard County. The mean annual salary of HCC graduates compares very favorably with the mean annual salary of graduates statewide -- and is higher for most programs.

Over 52 percent of HCC graduates working full-time are employed in jobs directly related to their program of study -- a figure that compares favorably with the 45.1 percent figure reported statewide . Ninety-four percent of HCC graduates employed full-time indicated satisfaction or extreme satisfaction with their job preparation received at the College. (Twenty-seven percent said they were extremely satisfied.)

Table XI

Graduates by Occupational Classification
(Employed Full-Time)

STANDARD OCCUPATIONAL CLASSES	HOWARD		STATEWIDE
	N	%	%
Management	6	5.6	8.5
Computer, Math	11	10.2	7.2
Registered Nurses	20	18.5	13.4
Dieticians, Therapists, Pharmacists	0	.0	1.0
Writer, Artists	0	.0	.6
Health Technicians	10	9.3	8.7
Engineering Technicians	5	4.6	5.3
Science Technicians	1	.9	2.1
Other Technicians	1	.9	3.0
Sales	4	3.7	2.4
Insurance, Real Estate	3	2.8	1.1
Supervisors: Clerical	6	5.6	2.2
Clerical	13	12.0	16.0
Computing and Office Equipment Operations	11	10.2	4.1
Protective Services	1	.9	6.1
Services	0	.0	4.7
Farm Operators, Managers	0	.0	.2
Forestry, Logging	0	.0	.4
Construction	6	5.6	1.7
Transportation	1	.9	.8
Mechanics, Repairers	1	.9	1.8
Precision Production	0	.0	.1
Fabricators, Assemblers	0	.0	.5
Not Elsewhere Classified	8	7.4	8.1
TOTAL	108	100.0	100.0

Table XII

Assistance in Locating Current Full-Time Job

WHO HELPED?	HOWARD (N=110)		STATEWIDE
	N	%	%
Faculty	11	10.0	6.1
College Placement	0	.0	2.2
Newspaper	17	15.5	12.9
Employment Agency	8	7.3	5.4
Contacted Employer On Own	47	42.7	45.5
Help from Family-Friend	31	28.2	23.6
Other Source	14	12.7	13.9

Table XIII

When Present Job Began
(Employed Full-Time)

PROGRAM	Before Attending		While Attending		After Attending	
	N	%	N	%	N	%
HCC						
Transfer	3	42.8	2	28.6	2	28.6
Occupational	20	23.5	18	21.2	47	55.3
General Studies	6	35.3	4	23.5	7	41.2
TOTAL (N=109)	29	26.6	24	22.0	56	51.4
STATEWIDE						
Transfer	55	28.5	65	33.7	73	37.8
Occupational	106	15.9	122	18.3	440	65.8
General Studies	151	33.0	111	24.2	196	42.8
TOTAL	312	23.7	298	22.5	709	53.8
ALL STATE PROGRAMS	553	24.8	534	24.0	1141	51.2

Table XIV

Employment Location
(Employed Full-Time)

PROGRAM	Same County		Other MD. County		Balt. City		Wash. D.C.		Del.		Penna.		Va.		W. Va.		Other State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HCC																		
Transfer	3	42.9	3	42.9	0	.0	1	14.2	0	.0	0	.0	0	.0			0	.0
Occupational	30	35.3	25	29.4	22	25.9	6	7.1	0	.0	0	.0	0	.0			2	2.3
General Studies	12	70.6	3	17.6	0	.0	2	11.8	0	.0	0	.0	0	.0			0	.0
TOTAL (N=109)	45	41.3	31	28.4	22	20.2	9	8.3	0	.0	0	.0	0	.0	0	.0	2	1.8
STATEWIDE																		
Transfer	103	53.1	27	13.9	29	15.0	18	9.3	1	.5	2	1.0	6	3.1	3	1.5	5	2.6
Occupational	272	40.7	96	14.4	159	23.8	80	12.0	1	.2	18	2.7	11	1.6	8	1.2	23	3.4
General Studies	230	50.8	72	15.9	81	17.9	45	9.9	3	.7	2	.4	10	2.2	2	.4	8	1.8
TOTAL	605	46.1	195	14.8	269	20.5	143	10.9	5	.4	22	1.6	27	2.0	13	1.0	36	2.7
ALL STATE PROGRAMS	1038	46.8	350	15.8	394	17.8	227	10.2	12	.5	42	1.9	61	2.7	19	.9	75	3.4

Table XV

Mean Salary of Graduates Employed Full Time

PROGRAM	HCC Mean Annual Salary	Statewide Mean Annual Salary
Transfer		
Arts & Sciences	$ 4,815.00	$11,730.00
Teacher Education	16,229.00	12,796.00
Bus. Admin.	24,848.00	16,053.00
SUB-TOTAL TRANSFER (Mean)	$15,297.00	$13,526.00
Occupational		
Accounting	$16,989.00	$14,734.00
Bus. Mgmt.	12,436.00	13,845.00
Housing Mgmt.	13,000.00	13,000.00
Secretarial Sci.	11,667.00	10,249.00
Data Processing	17,346.00	16,645.00
Nursing	14,313.00	14,227.00
Optical	11,048.00	11,048.00
Carpentry	16,866.00	16,866.00
BMET	20,978.00	20,978.00
SUB-TOTAL OCCUPATIONAL (Mean)	$14,960.00	$14,621.00
General Studies	16,875.00	14,610.00
TOTAL (Mean)	$15,066.00	$14,252.00
TOTAL ALL STATE		$14,224.00

Table XVI

Salaries of HCC Graduates By When They Began Their Present Jobs

When Began Job	HCC Mean Annual Salary After Graduation
Before Attending HCC	$18,837.00
While Attending HCC	16,161.00
After Graduating from HCC	13,157.00

Table XVII

Relationship Between Curriculum Program and Job
(Employed Full-Time)

PROGRAM	Directly Related		Somewhat Related		Not Related	
	N	%	N	%	N	%
HCC						
Transfer	0	.0	6	85.7	1	14.3
Occupational	56	65.9	18	21.2	11	12.9
General Studies	1	5.9	9	52.9	7	41.2
TOTAL (N=109)	57	52.3	33	30.3	19	17.4
STATEWIDE						
Transfer	43	21.9	94	48.0	59	30.1
Occupational	491	73.4	132	19.7	46	6.9
General Studies	65	14.0	209	45.0	190	41.0
TOTAL	599	45.1	435	32.7	295	22.2
ALL STATE PROGRAM	1128	50.3	682	30.4	433	19.3

Table XVIII

Major Reason Program Not Related To Job

PROGRAM	NO JOBS IN FIELD		FOUND BETTER PAY		FOUND BETTER OPPORTUNITY		DIDN'T WANT WORK IN MY FIELD		PROGRAM NOT CAREER ORIENTED		OTHER REASON	
	N	%	N	%	N	%	N	%	N	%	N	%
HCC												
Transfer	0	.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Occupational	0	.0	5	50.0	1	10.0	0	.0	0	.0	4	40.0
General Studies	1	16.7	0	.0	0	.0	0	.0	2	33.3	3	50.0
TOTAL (N=17)	1	5.9	5	29.4	1	5.9	0	.0	2	11.7	8	47.1
STATEWIDE												
Transfer	9	16.1	11	19.6	7	12.5	1	1.8	10	17.9	18	32.1
Occupational	9	23.1	12	30.7	3	7.7	4	10.3	2	5.1	9	23.1
General Studies	22	12.5	18	10.2	6	3.4	12	6.8	66	37.5	52	29.5
TOTAL	40	14.8	41	15.1	16	5.9	17	6.3	78	28.8	79	29.1
ALL STATE PROGRAMS	92	22.9	66	16.5	28	7.0	23	5.7	88	21.9	104	25.9

Table XIX

Satisfaction with College Preparation for Employment
(Employed Full-Time)

PROGRAM	Extremely Satisfied		Satisfied		Unsatisfied	
	N	%	N	%	N	%
HCC						
Transfer	1	16.7	5	83.3	0	.0
Occupational	25	30.9	52	64.2	4	4.9
General Studies	2	14.3	11	78.6	1	7.1
TOTAL (N=101)	28	27.7	68	67.3	5	5.0
STATEWIDE						
Transfer	41	22.9	126	70.4	12	6.7
Occupational	223	34.2	396	60.7	33	5.1
General Studies	70	17.1	301	73.6	38	9.3
TOTAL	334	26.9	823	66.4	83	6.7
ALL STATE PROGRAM	599	28.7	1348	64.5	143	6.8

Table XX

Unemployed Graduates

SEEKING A JOB?	HOWARD		STATEWIDE
	N	%	%
Yes	6	40.0	40.0
No	9	60.0	60.0
TOTAL	15	100.0	100.0
REASON UNABLE TO GET A JOB			
Salary Too Low	2	40.0	33.3
Too Few Openings	2	40.0	33.3
Need More Education	1	20.0	33.4
Changed Career Objectives	-	-	-
Haven't Looked Enough	-	-	-
TOTAL	5	100.0	100.0

V. GRADUATES CONTINUING THEIR EDUCATION

Enrollment Status

Table VIII (page 7) shows HCC graduates by program and current status, including those who have gone on for further education. Of HCC graduates in all programs (occupational as well as transfer programs), 36.2 percent went on to school after graduating from HCC.

Table XXI, below, shows the proportion of transfer students (including General Studies) who went on to school. Sixty-six percent of all those graduates who had been enrolled in HCC transfer programs went on to school within seven months after their graduation from HCC. Of course, there is no way of knowing from these data what proportion will eventually graduate from four-year colleges. This table, based on data analysis done by the State Board of Community Colleges, also does not look at occupational graduates who transferred. (Many graduates of occupational programs do transfer, just as many graduates of transfer programs become employed.)

Table XXI

Transfer Students Continuing Their Education

PROGRAM	School		Not in School		Total	
	N	%	N	%	N	%
HCC						
Arts & Sciences	2	50.0	2	50.0	4	100.0
General Studies	20	62.5	12	37.5	32	100.0
Teacher Ed.	1	33.5	2	66.7	3	100.0
Bus. Admin.	12	85.7	2	14.3	14	100.0
TOTAL	35	66.0	18	34.0	53	100.0

Table XXII shows the enrollment status of transfer students who were graduates of HCC transfer programs. Of the HCC transfer students who went on for further education, about 40 percent are enrolled full-time and about 60 percent part-time.

Table XXII

Enrollment Status of Transfer Students

PROGRAM	ENROLLMENT STATUS			
	Full-Time		Part-Time	
	N	%	N	%
HCC				
Arts & Sciences	0	.0	2	100.0
General Studies	9	45.0	11	55.0
Teacher Ed.	1	100.0	0	.0
Bus. Admin.	4	33.3	8	66.7
TOTAL (N=35)	14	40.0	21	60.0
STATEWIDE				
Arts & Sciences	26	22.4	90	77.6
General Studies	196	31.8	421	68.2
Teacher Ed.	17	21.5	62	78.5
Bus. Admin.	68	30.9	152	69.1
TOTAL	307	29.7	725	70.3
ALL STATE TRANSFER PROGRAMS	333	29.3	804	70.7

Transfer Institutions

Table XXIII lists the types of colleges attended by HCC graduates. The most popular transfer institutions are Maryland state colleges and the University of Maryland. This is fairly typical of the statewide pattern except that graduates of other Maryland community colleges more frequently transfer out-of-state.

Table XXIII

Type of Transfer College

Transfer College	HOWARD		STATEWIDE	
	N	%	N	%
Maryland Community College	6	9.4	104	5.4
Maryland Public State College	20	31.3	570	29.9
University of Maryland	14	21.9	608	31.8
Maryland Private 4-Year	7	10.9	154	8.1
Maryland Private 2-Year	-	-	18	.9
Maryland Tech.	-	-	20	1.1
Out-of-State 4-Year Public	-	-	176	9.2
Out-of-State 4-Year Private	4	6.2	104	5.5
Other Out-of-State	1	1.6	31	1.9
Other/Unknown	12	18.7	119	6.2
TOTAL	52	* 100.0	1909	100.0

* This is based on an SBCC analysis of all transfer students including graduates of occupational programs.

Relationship of Curriculum Program to Transfer Major

Graduates were asked to specify the extent to which their curriculum program was related to their majors at the transfer institution. Almost half of the HCC graduates responding found their community college program directly related to their transfer programs. This is very close to the statewide responses. About 40 percent found the programs somewhat related; this figure is also very close to the statewide percentage. Only 9.7 percent said their programs were not related (statewide = 9.6 percent). In other words the relationship of HCC curriculum programs to transfer programs is generally quite strong and very close to the statewide findings.

Table XXIV

Relationship Between Curriculum Program and Transfer Major

PROGRAM	Directly Related		Somewhat Related		Not Related		Total*	
	N	%	N	%	N	%	N	%
HCC								
Arts & Sciences	1	50.0	1	50.0	0	.0	2	100
General Studies	6	37.5	7	43.8	3	18.8	16	100
Teachers Ed.	0	.0	1	100.0	0	.0	1	100
Bus. Admin.	8	66.7	4	33.3	0	.0	12	100
TOTAL (N=31)	15	48.4	13	41.9	3	9.7	31	100
STATEWIDE								
Arts & Sciences	59	53.2	41	36.9	11	9.9	111	100
General Studies	204	34.1	314	52.5	80	13.4	598	100
Teachers Ed.	39	51.3	33	43.4	4	5.3	76	100
Bus. Admin.	173	79.4	35	16.1	10	4.6	218	100
TOTAL	475	47.4	423	42.1	105	10.5	1003	100
ALL STATE TRANSFER PROGRAMS	558	50.5	440	39.8	108	9.6	1106	100

* Total includes only those who responded to this question (31), not all transfer program graduates (35), since this is the way the analysis was conducted for all community colleges by the SBCC.

Adequacy of Preparation for Transfer

Graduates were asked to rate their degree of satisfaction with the preparation for transfer they received in their community college program. Over 93 percent were either satisfied or extremely satisfied with the preparation they received at HCC (Table XXV). The proportions that are extremely satisfied are 41.9 percent for HCC compared to 35.3 percent statewide. Graduates of HCC transfer programs are, on the whole, satisfied or extremely satisfied with their preparation as are graduates of community colleges statewide.

Table XXV

Satisfaction with Preparation for Transfer

PROGRAM	HOW SATISFIED?							
	Extremely Satisfied		Satisfied		Unsatisfied		Total*	
	N	%	N	%	N	%	N	%
HCC								
Arts & Sciences	1	50.0	1	50.0	0	.0	2	100
General Studies	8	50.0	6	37.5	2	12.5	16	100
Teacher Ed.	0	.0	1	100.0	0	.0	1	100
Bus. Admin.	4	33.3	8	66.7	0	.0	12	100
TOTAL (N=31)	13	41.9	16	51.6	2	6.5	31	100
STATEWIDE								
Arts & Sciences	44	39.3	61	54.5	7	6.3	112	100
General Studies	201	34.0	346	58.4	45	7.6	592	100
Teacher Ed.	31	41.3	40	53.3	4	5.3	75	100
Bus. Admin.	76	34.9	127	58.3	15	6.9	218	100
TOTAL	352	35.3	574	57.6	71	7.1	997	100
ALL STATE TRANSFER PROGRAMS	391	35.5	629	57.2	80	7.3	1100	100

* Total includes only those who responded to this question (31), not all transfer program graduates (35), since this is the way the analysis was conducted for all community colleges by the SBCC.

Transfer Grade Point Average and Credit Transfer

Community College graduates do very well at transfer institutions. Twenty-five percent of HCC graduates acheived GPA's of 3.5 or above in the transfer institutions, over 55 percent achieved a 3.0 or higher, and 100% reported a 2.0 GPA or better (see Table XXVI). The statewide results are similar. This shows a very positive picture of the achievement of community college graduates who have transferred into four-year schools.

Transfer of credits from community colleges to the four-year institutions is a complex issue. Numerous articulation agreements have been made between community colleges and state colleges and universities. In spite of articulation efforts, only 49 percent of transfer program graduates had all of their community college credits accepted at the transfer institution.

The situation looks better if you look at those who lost only six credits or fewer. Statewide, 80.3 percent of graduates of transfer programs had all but six or fewer of their credits accepted. This issue will be examined in the statewide study (including HCC) of students who entered a community college in 1978.[5]

HCC graduates reported a rather high rate of success (compared to statewide statistics) in having all but 1-6 credits transferred successfully. Almost 90 percent (89.7 percent precisely) lost six or fewer credits in transferring. The proportion losing no credits was similar to the statewide proportion.

---

[5] First-Time Student Follow-Up

Table XXVI

GPA of Transfer Students

PROGRAM	Less than 2.0		2.0-2.4		2.5-2.9		3.0-3.4		3.5 + over	
	N	%	N	%	N	%	N	%	N	%
HCC										
Arts & Sciences	0	.0	0	.0	1	100.0	0	.0	0	.0
General Studies	0	.0	6	33.3	2	11.1	4	22.2	6	33.3
Teacher Ed.	0	.0	0	.0	0	.0	1	100.0	0	.0
Bus. Admin.	0	.0	3	25.0	2	16.7	5	41.7	2	16.7
TOTAL (N=32)	0	.0	9	28.1	5	15.6	10	31.3	8	25.0
STATEWIDE										
Arts & Sciences	2	2.0	8	7.9	17	16.8	36	35.6	38	37.6
General Studies	9	1.7	79	14.5	138	25.3	177	32.5	142	26.1
Teacher Ed.	1	1.4	9	12.9	11	15.7	26	37.1	23	32.9
Bus. Admin.	2	1.0	28	13.7	58	28.3	68	33.2	49	23.9
TOTAL	14	1.5	124	13.5	224	24.3	307	33.3	252	27.4
ALL STATE TRANSFER PROGRAMS	20	2.0	138	13.6	260	25.6	328	32.3	269	26.5

Table XXVII

Credits Not Accepted for Transfer

PROGRAM	All Credits Accepted		1-3		4-6		7-12		13-20		More than 21	
	N	%	N	%	N	%	N	%	N	%	N	%
HCC												
Arts & Sciences	2	100.0	0	.0	0	.0	0	.0	0	.0	0	.0
General Studies	6	40.0	2	13.3	6	40.0	1	6.7	0	.0	0	.0
Teacher Ed.	0	.0	0	.0	1	100.0	0	.0	0	.0	0	.0
Bus. Admin.	5	45.5	2	18.2	2	18.2	2	18.2	0	.0	0	.0
TOTAL (N=29)	13	44.9	4	13.8	9	31.0	3	10.3	0	.0	0	.0
STATEWIDE												
Arts & Sciences	54	50.9	15	14.2	14	13.2	16	15.1	3	2.8	4	3.8
General Studies	278	49.2	110	19.5	64	11.3	71	12.6	27	4.8	15	2.7
Teacher Ed.	33	46.5	17	23.9	8	11.3	4	5.6	7	9.9	2	2.8
Bus. Admin.	109	52.2	44	21.1	22	10.5	27	12.9	4	1.9	3	1.4
TOTAL	474	49.8	186	19.6	108	11.4	118	12.4	41	4.3	24	2.5
ALL STATE PROGRAMS	515	49.0	205	19.5	124	11.8	136	13.0	44	4.2	26	2.5

Summary of Findings on Transfer Graduates

Sixty-six percent of respondents who were graduates of HCC transfer programs continued their education after graduating from HCC. Of the 1980 graduates who continued their education, 40 percent pursued full-time study.

Maryland state colleges and universities and the University of Maryland continued to be the most popular transfer institutions.[6] Few HCC graduates transferred out of state. Over 90 percent of HCC graduates considered their HCC curriculum to be directly related or somewhat related to their transfer program. Over 93 percent were satisfied or extremely satisfied with their HCC preparation. Almost 42 percent were extremely satisfied.

Twenty-five percent of HCC graduates reported an overall GPA of 3.5 or better at transfer institutions. HCC graduates reported a high rate of success in having most of their credits transferred. Almost 90 percent were successful in getting all but one to six of their credits transferred.

---

[6] This is based on an SBCC analysis of all transfer students including graduates of occupational programs.

VI. EVALUATION OF THE COLLEGE

Reasons For College Attendance

Students choose to enroll at Howard Community College for a number of reasons. When asked to specify the "most important" reason for choosing HCC, graduates responded as shown in Table XXVIII.

Over 60 percent cited the convenient location of the College as the primary reason for attending. Another 22.8 percent said they enrolled at HCC because the program they wanted was offered. These were by far the two major reasons that graduates cited as key factors in their decision to enroll at Howard. Interestingly, 70 percent of the graduates from transfer programs cited the location factor, and none the program factor. Occupational program graduates, on the other hand, cited both location and program offered as important factors in their selection of HCC.

Comparisons with statewide data show tuition cost considerations to be of less importance for students attending HCC than is the case with the general community college population in Maryland. It is important not to assume, however, that cost is unimportant. Cost could become an important factor in not choosing HCC, if tuition costs are too high. In addition, location (one of the major reasons for choosing HCC) certainly relates to total educationl costs. Finally, the advice of friends and/or the advice of high school counselors appears to be playing little or no role in the decisions of students to enroll at Maryland community colleges generally, Howard Community College included.

Goal Achievement

After students make the decision to enroll at a community college, how successful are they in actually achieving their educational goals? Table XXIX shows the primary goals students gave for attending college,[7] and Table XXX reports the level of goal achievement at the time of graduation.

Consistent with enrollment patterns at HCC (i.e., the high percentage of students in occupational programs), the goal cited most frequently by students was preparation for immediate entry into a career. About 30 percent of HCC graduates had this as their major goal. Twenty-two percent cited preparation for transfer to a four-year institution and, interestingly, 9.4 percent had self-enrichment as their goal. Except for fewer students with transfer goals, and a larger proportion who wish to explore new career or academic areas, HCC students have similar educational goals as community college students statewide.

Concerning goal achievement (Table XXX), 91 percent of HCC graduates reported that they achieved their primary educational goal by the time they graduated. For transfer program graduates, the figure is 95 percent. So, although fewer HCC graduates have transfer goals, students enrolled in transfer programs have a higher rate of goal acheivement than HCC occupational and general studies graduates.

---

[7] Respondents were asked to list only one primary goal.

Satisfaction with College

The level of goal achievement reported by HCC graduates is reflected in their evaluation of the College and the services they received there. All graduates were asked to rate their satisfaction with the quality of classroom instruction and with the overall quality of the College. Table XXXI shows their responses.

Over 93 percent of HCC graduates indicated they were satisfied or extremely satisfied with the instruction received in their program of study; about 95 percent reported they were satisfied or extremely satisfied with the College in general.

Table XXVIII

Most Important Reason for Choosing College

PROGRAM	Low Cost		Location		Program		Financial Aid		Unable to Attend Other College		Academic Reputation		Advice of Friends		Advice of High School Counselors	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
HCC																
Transfer	5	25.0	14	70.0	0	.0	0	.0	1	5.0	0	.0	0	.0	0	.0
Occupational	5	4.6	59	54.6	35	32.4	2	1.9	2	1.9	3	2.8	2	1.8	0	.0
General Stud.	3	10.0	24	80.0	1	3.3	0	.0	0	.0	2	6.7	0	.0	0	.0
TOTAL (N=158)	13	8.2	97	61.4	36	22.8	2	1.3	3	1.9	5	3.1	2	1.3	0	.0
STATEWIDE																
Transfer	134	25.7	261	50.0	55	10.5	7	1.3	24	4.6	27	5.2	9	1.7	5	1.0
Occupational	135	14.4	372	39.7	320	34.1	17	1.8	26	2.8	46	4.9	16	1.7	6	.6
General Stud.	194	20.5	466	49.2	112	11.8	13	1.4	52	5.5	76	8.0	26	2.7	8	.8
TOTAL	463	19.2	1099	45.7	487	20.2	37	1.5	102	4.2	149	6.2	51	2.2	19	.8
ALL STATE PROGRAMS	655	17.3	1503	39.6	1142	30.1	59	1.6	132	3.5	205	5.4	72	1.9	26	.7

Table XXIX

Student Goals

PROGRAM	Explore New Career or Academic Area		Preparation For Entry Into Career		Transfer to 4-Year Institution		Update Skills For Current Job		Interest and Self-Enrichment		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
HCC												
Transfer	0	.0	1	5.0	16	80.0	2	10.0	1	5.0	0	.0
Occupational	37	33.9	45	41.3	6	5.5	10	9.2	9	8.3	2	1.8
General Studies	7	23.3	3	10.0	14	46.7	1	3.3	5	16.7	0	.0
TOTAL (N=159)	44	27.7	49	30.8	36	22.6	13	8.2	15	9.4	2	1.3
STATEWIDE												
Transfer	63	11.8	33	6.2	357	67.0	17	3.2	51	9.6	12	2.2
Occupational	182	19.3	508	53.9	110	11.7	66	7.0	53	5.6	24	2.5
General Studies	138	14.2	83	8.5	537	55.3	32	3.3	158	16.3	23	2.4
TOTAL	383	15.7	624	25.5	1004	41.0	115	4.7	262	10.7	59	2.4
ALL STATE PROGRAMS	629	16.2	1119	28.9	1399	36.1	261	6.7	365	9.4	98	2.5

Table XXX

Goal Achievement

PROGRAM	GOAL ACHIEVED?			
	YES		NO	
	N	%	N	%
HCC				
Transfer	20	95.2	1	4.8
Occupational	112	90.3	12	9.7
General Studies	29	90.6	3	9.4
TOTAL (N=177)	161	91.0	16	9.0
STATEWIDE				
Transfer	515	91.0	51	9.0
Occupational	939	91.5	87	8.5
General Studies	871	83.5	172	16.5
TOTAL	2325	88.2	310	11.8
ALL STATE PROGRAMS	3607	86.4	566	13.6

Table XXXI

Satisfaction with Classroom Instruction and Quality of College

PROGRAM	QUALITY OF CLASSROOM INSTRUCTION						QUALITY OF COLLEGE					
	Extremely Satisfied		Satisfied		Unsatisfied		Extremely Satisfied		Satisfied		Unsatisfied	
	N	%	N	%	N	%	N	%	N	%	N	%
HCC												
Transfer	11	52.4	10	47.6	0	.0	10	50.0	10	50.0	0	.0
Occupational	41	34.2	69	57.5	10	8.3	43	35.0	72	58.5	8	6.5
General Studies	14	43.8	17	53.1	1	3.1	14	43.8	17	53.1	1	3.1
TOTAL (N=175)	66	38.1	96	55.5	11	6.4	67	38.3	99	56.6	9	5.1
STATEWIDE												
Transfer	273	48.2	288	51.0	5	.8	298	52.3	261	45.8	11	1.9
Occupational	408	39.5	594	57.6	30	2.9	426	41.2	578	55.9	30	2.9
General Studies	486	46.2	545	51.8	21	2.0	539	51.0	489	46.3	28	2.7
TOTAL	1167	44.0	1427	53.9	56	2.1	1263	47.5	1328	49.9	69	2.6
ALL STATE PROGRAM	1828	43.6	2241	53.5	119	2.8	1931	45.9	2152	51.2	121	2.9

VII. COMPARISON OF 1978 GRADUATES WITH GRADUATES OF PRIOR YEARS

Table XXXII presents the composition of recent HCC graduating classes according to degrees/certificates awarded. The total number of degrees/certificates awarded in 1980 was 231 -- an increase of 9 percent from 1978. There was an increase of 46 percent in the number of transfer degrees awarded which accounts for most of the overall increase.

The post-graduate status of HCC graduates has remained relatively constant over this same period of time. Table XXXIII shows the number of employed graduates and the number who continued their education after graduating from HCC. The percentage of students taking jobs after graduation has been between 70 to 80 percent over the past several years, and the 1980 graduating class was no exception. However, the percentage of graduates continuing their education did increase in 1980 to 36 percent, up from the 20 to 30 percent in previous years.

Table XXXII

Comparison of Graduating Classes (1974 to 1980)
By Degree Awarded

YEAR	Transfer Curricula Associate Degree		Occupational Associate Degree		General Studies		Certificate		Total	
	N	%	N	%	N	%	N	%	N	%
1974	8	6.6	51	42.1	30	24.8	32	26.4	121	100
1975	16	9.8	61	37.2	41	25.0	46	28.9	164	100
1976	30	18.6	56	34.8	39	24.2	36	22.4	161	100
1977	41	18.1	103	45.4	45	19.8	38	16.7	227	100
1978	28	13.2	103	48.6	38	17.9	43	20.3	212	100
1980	41	17.7	112	48.5	36	15.6	42	18.2	231	100

Table XXXII

Comparison of Graduates (1974 to 1980)
By Post-Graduate Status

YEAR	Continued Education		Employed		Total Respondents	
	N	%	N	%	N	%
1974	22	30.0	83	79.1	105	100
1975*	37	26.1	111	78.2	142	100
1976*	34	27.4	91	73.4	124	100
1977*	36	20.3	153	86.4	177	100
1978*	28	27.2	82	79.6	103	100
1980*	64	36.2	140	79.1	177	100

*Several graduates in these years were both employed and continuing their education.

VIII. SUMMARY

The 1980 Howard Community College graduating class is highly employment oriented, including graduates of occupational and transfer programs. This has been true of all graduating classes since 1974. Nearly 80 percent of the 1980 respondents reported immediate employment after graduation, with over three quarters of these working full-time (78.6 percent). In general, those graduates who sought employment found it -- a very positive comment about the quality of HCC occupational programs and their reputation among county employers. Graduates did not frequently cite HCC as directly responsible for actual job placement (about 10 percent cited HCC faculty). Figures for sources of assistance in job placement are similar to statewide and national trends.

HCC graduates are successful in finding jobs related to the educational training they received while in college. Over half of HCC graduates working full-time reported employment directly related to the curriculum program in which they were enrolled. HCC graduates are satisfied with their job preparation. Ninety-five percent of graduates working full-time indicated satisfaction or extreme satisfaction with their job preparation received at the College. Twenty-seven percent said they were extremely satisfied. Most work in Maryland, with over 40 percent employed in Howard County. The mean annual salary of HCC graduates compares favorably with mean annual salaries statewide.

Sixty-six percent of HCC transfer program graduates had gone on to further education within eight months of their graduation. Maryland state colleges and the University of Maryland are the most popular transfer institutions for HCC graduates. For HCC graduates who did transfer, about half reported their transfer major to be directly related to their community college curriculum and another 40 percent found the curriculum is "somewhat related."

HCC graduates are, on the whole, satisfied or extremely satisfied with their preparation for transfer received at the College (over 93 percent). Over 40 percent are extremely satisfied. HCC graduates also do well in transfer institutions. Twenty-five percent of HCC graduates reported a cumulative GPA of 3.5 or better at the transfer institutions and 100 percent of the sample reported a GPA of 2.0 or better.

In sum, both occupation program and transfer program graduates reported a high level of goal achievement at HCC and a high level of satisfaction with the preparation received. Graduates of HCC transfer programs, occupational programs, and general studies all report over 90 percent goal achievement. Over 93 percent of HCC graduates were satisifed or extremely satisfied with classroom instruction; 95 percent were satisfied or extremely satisfied with the college in general.

Occupational program graduates indicated that location and programs of study were the most important reasons for choosing HCC. Transfer graduates almost always cited convenient location or low cost as the most important reason for enrolling in HCC. That is to say, the transfer curricula in themselves do not appear to be attracting students to the College. For graduates overall, the three most important factors are (in order) location, program, and cost. Although the order is the same as statewide figures, the relative importance of location at HCC is considerably higher than for community college graduates statewide.

Both occupational program and transfer program graduates reported a high level of satisfaction with the preparation received at HCC. Furthermore, 83 percent of HCC graduates working full-time found jobs related to their program of study (compared to 78 percent statewide) and, on the average, earn higher salaries than community college graduates throughout the state. Similarly, over 90 percent of the HCC graduates who continued their education reported their community college program of study to be related to their major at the transfer institution.

APPENDIX A

COMMENTS BY HCC GRADUATES

Miscellaneous comments by the graduates of 1980 on changes that could be made at Howard Community College to improve graduates' employment and/or transfer performance:

TRANSFER

Arts and Sciences

"I felt unprepared for final week last semester because at HCC the only comprehensive finals were in my math courses. Therefore, I would have preferred more comprehensive finals in my first two years of college."

"I didn't see any problems at HCC. Overall, I felt comfortable changing to the University of Baltimore and don't foresee the need for any changes."

"I feel HCC was too easy because a student can retake examinations and avoid failing or getting a D."

Business Administration

"Availability of evening counseling should be improved."

"Counselors should be more informed about subjects that are transferable."

"I took an economics course from a part-time instructor. I'm now an economics major and am having a hard time due in part to his poor instruction. Perhaps such part-time faculty should have their classes monitored occasionally."

"More emphasis could be placed on study skills and exam preparation. These areas are critical in a four-year institution."

"More direct counseling information as to what will be required for transfer in business law, statistics, biology, etc."

"The questionnaire should be mailed earlier so the college is fresh in our minds. I have some memories, but feel that about 99% of them have faded away by now and too much happens in one year to remember it all."

"More contact between student and counselor to make sure student is taking the correct courses geared to the four-year school. Howard has done an excellent job preparing me for a four-year school."

OCCUPATIONAL

Accounting

"I am very satisfied with the atmosphere at HCC. The staff is helpful and friendly with pleasant working conditions. HCC is a nice change from a large university."

Business Management

"The only changes I would want to make are the courses in business being acceptable for transfer. The help and learning I received at HCC made going to the University of Maryland an easy transition. I would never want to change the teaching methods at HCC."

"The courses at the community college are far too easy and make it hard to transfer. More General Education courses should be offered."

"Better help in job placement is needed even if it is on-the-job training."

"Communications at the college are slow. In many courses I did not feel challenged. I thought some of the courses were of high school level."

"HCC should offer a 4-yr. college program."

"Every student should be required to have a related field experience."

"Try to expand the work field experience courses so that when the student graduates, experience will be behind him."

"HCC should make available more advanced business courses as an alternative to transfer."

Secretarial Science

"In my case, I cannot think of any changes. I'm satisfied with the program and most of all with the assistance my instructor gave me."

Data Processing

"The college needs a wider range of languages offered."

"Employment was largely predicated on the fact that I also have a 4-year degree. This is also reflected in my salary."

"JCL (IBM), multi-array handling, data base programming and CICS should be included in the curriculum."

"HCC should offer Assembler Language and JCL courses."

Nursing

"More intensive theory and less anxiety-producing situations. More clinical work and less observation is needed."

"Changes in clinical experience opportunities presently underutilized in some areas -- pediatrics, ob/gyn -- we were "short-changed."

Preparation of graduates for transfer into BSN program: they should be made aware of mobility possible with ACT/CLEP tests. There should be a nutrition course offering. There should also be more personal interest and encouragement offered to all students on an individual basis toward the students' meeting future career goals. There should be an expanded accepting atmosphere in terms of the ability by administration to accept constructive criticism without retaliation."

"I found the RN program very satisfactory."

"More clinical time in a hospital situation is needed."

"More clinical experience is needed in the nursing program."

"I think a nursing program student should work with a staff nurse in a hospital setting to get an idea of the duties and responsibilities other than patient care. This would allow for a smooth transition."

"More clinical experience is needed in the nursing program. Acknowledgement and acceptance that people work full-time and go to school full-time is a necessity. More lectures and credits should be part of the program."

"Nursing is not a field that can be self taught. Realistically more patients should be given to students. The shock of more than 3 patients at a time is frightening and discouraging and the reason many nurses quit. These nurses don't know what nursing really is. It is more than dictating to others what type of care is to be given. Nursing students need to get their hands "dirty" and the program should allow for this.

"We need more work with syringes, charges, and lab slips."

"More clinical experience is needed in the nursing program."

"I would like to have been assigned to another hospital for my experience because of the long distance I had to drive."

"Block rather than integrated approach is my preference."

"Nursing should require more clinical time — at least an 8 hour shift per week and should also include more clinical experience in pediatrics."

"It would be a good experience to have a job in the subject area being studied while attending school."

Carpentry

"I would like to see the carpentry program extended to a degree study."

"The development of a vocational-technical instructional facility at the college would be good. At present, courses are taught at the Howard County Vocational-Technical Center with HCC having second priority on

facilities. Courses at HCC should be expanded to prepare people for construction technology design, site development, and construction management."

"More highly qualified instructors are needed throughout HCC."

Biomedical Engineering

"My desired changes are currently being implemented into the BMET program."

"I believe the Biomedical Technology Program should have a technical writing course incorporated into its curriculum and also more electronics courses added to strengthen the program. The integrated science course could be dropped and replaced with two semesters of physics which would be transferable. Also, the math requirement should include precalculus and calculus MA 190."

Vision Care Technology

"More emphasis should be placed on the profession of optician."

"More lab time, including detailed explanations of testings and possible responses, is needed. Just knowing how to administer tests is insufficient."

GENERAL STUDIES

"I thoroughly enjoyed my two years at Howard. I would recommend HCC to anyone because Howard really helped me a great deal."

"My Associate in Arts degree was a personal goal. I was completely satisfied with HCC."

"I would like to see more education classes, especially in Early Childhood."

"I don't know if the problem is with HCC or UMBC, but more written work is needed in all classes. A histography class on 200 level would have helped."

"More programs are needed to major in. Better counseling advice in the fields that are now open is needed."

"Change the courses to four credits to increase the transfer possibilities."

"I would like to see more 2 year programs, such as paralegal, veterinarian assistant, etc."

"The lectures and teaching methods could be further developed so students can be better adjusted after transfer. HCC methods are a little too simplified."

"This form is not applicable to HCC returnees, of which I am one. I am currently in the nursing program which is very helpful in my part-time job at a nursing home. My first degree in General Studies was not helpful in my obtaining a satisfying career, however, at my graduation I spoke with other graduates who were in the nursing program and I became interested in nursing. I applied to the program and was admitted the following fall."

"I am a dance major and HCC helped me to complete my general requirements."

"There might be courses offered to the future transfer student which were more advanced, that is, courses with a greater demand quantity and quality-wise. Since I started at Johns Hopkins University, I have found that five times the quantity and much higher quality work is expected. I know this might be difficult since HCC caters to so many different kinds of students."

"I feel that HCC doesn't expect enough of its students in exams and final papers compared to UMBC."

"HCC should invite different companies on campus to interview prospective graduates."

"Basic liberal arts requirements should also include taking a language at a community college."

"Keep up the good work."

APPENDIX B
CURRENT STATUS OF HCC GRADUATES

I. TRANSFER

Arts and Sciences

Employed

1. Full-time, Gus, Inc. T/A Wingamajig Models
2. Full-time, computer operator, Johns Hopkins Applied Physics Lab

Continuing Education

1. Full-time study, University of Baltimore

Teacher Education

Employed

1. Full-time, benefit authorizer, Social Security Administration

Both

1. Part-time study, University of Baltimore
2. Full-time, store manager, Consumer Tire

Other

1. Full-time home responsibility

Business Administration

Employed

1. Full-time, systems technician, C & P Telephone Company
2. Full-time, Government service representative, C & P Telephone Company

Continuing Education

1. Full-time study, (college unnamed)
2. Full-time study, University of Maryland, College Park
3. Full-time study, University of Maryland, Baltimore Campus
4. Part-time study, University of Baltimore

Both

1. Full-time study, University of Baltimore; part-time, Laurel Auto Park
2. Part-time study, University of Baltimore; part-time, salesperson, Hecht Company
3. Full-time study, University of Maryland; part-time, service representative, C & P Telephone Company
4. Part-time study, Bryan Institute; part-time, night assistant manager, Quik-Trip Convenience Store
5. Full-time study, University of Baltimore; part-time junior accountant, Bailey & Bailey, P.A.
6. Full-time study, University of Maryland, Baltimore Campus; part-time, waiter, Barry's Restaurant
7. Full-time study, George Washington University; part-time, employer and position unnamed
8. Part-time study, University of Maryland
9. Full-time, computer programmer, U.S. Department of Defense (NSA)

II. OCCUPATIONAL

Accounting

Employed

1. Part-time, accountant, employer unnamed
2. Part-time, payroll assistant, Jack in the Box; accounting tutor, Howard Community College Special Services; craft counselor, Artcraft Concepts
3. Full-time, accountant, employer unnamed
4. Full-time, accountant, employer unnamed
5. Full-time, carpenter, Wallace H. Malcolm Company
6. Full-time, accountant, Amaf Industries, Inc.
7. Full-time, office manager and bookkeeper, Keystone
8. Full-time, technical assistant business operations, General Physics Corporation
9. Full-time, social insurance specialist, Department of Health and Human Services
10. Full-time, bookkeeper, employer unnamed

Continuing Education

1. Full-time study, University of Baltimore

Both

1. Full-time study, University of Baltimore; full-time home responsibility
2. Part-time study, University of Maryland, University College; Full-time, junior accountant, Giant Food/Controller's Office
3. Part-time study, Howard Community College; full-time, junior accountant, Atlantic Telephone
4. Part-time study, Howard Community College and Catonsville Community College; full-time accountant/tax specialist, John R. Devitt and Associates

Business Management

Employed

1. Full-time, assistant credit officer, employer unnamed
2. Full-time, optician, employer unnamed
3. Full-time, salesman, Certified Leasing Company
4. Full-time, bookkeeper/receptionist, Jonas Cash Promotions and Advanced Leasing Corporation
5. Full-time, executive secretary career panel, National Security Agency
6. Full-time, youth employment service coordinator, Howard County Government
7. Full-time, office manager, The Art Department
8. Full-time, bank teller, Southern Ohio Bank
9. Part-time, physical science technician, University of Maryland

Continuing Education

1. Full-time study, University of Maryland, College Park
2. Full-time study, University of Baltimore

Both

1. Part-time study, Howard Community College; full-time, accounting clerk, Linowes & Blocher
2. Part-time study, Howard Community College; full-time, secretary, Craig Brokerage Company, Inc.
3. Part-time study, Howard Community College; full-time accounting clerk, Great Atlantic and Pacific Tea Company

4. Part-time study, Howard Community College; full-time manager, Applers Photo Center
5. Full-time study, college unnamed; part-time, food handler, Brigham Young University
6. Part-time study, college unnamed; part-time makeup demonstrator, apprentice manicurist, sales, I Cosmetics
7. Part-time study, University of Maryland, Baltimore Campus; full-time, executive secretary and marketing assistant, Kluge Finkelstein and Company

Retailing

Both

1. Part-time study, college unnamed; part-time bookkeeper, Comprehensive Business Services

Other

1. No information given

Secretarial Science

Employed

1. Full-time, secretary, Harris Corporation
2. Full-time, bookkeeper, Salut Inc.
3. Full-time, branch sales secretary, Unionmutual
4. Part-time, legal secretary, Sybert, Sybert and Nippard
5. Full-time, receptionist, Land Design/Research, Inc.
6. Full-time, stenographer, United Technologies Corporation

Both

1. Part-time study, Howard Community College; full-time, guidance secretary, Howard County Board of Education

Other

1. Full-time home responsibility
2. Unemployed

Data Processing

Employed

1. Part-time, associate specialist, General Physics Corporation
2. Full-time, systems analysis, Pfizer Medical Systems
3. Full-time, computer programmer, Educational Data Processing Center
4. Full-time, programmer, Howard County Board of Education
5. Full-time, owner, Inside-Out Home Improvements
6. Full-time, programmer, Automation Industries/Vitro Laboratories
7. Full-time, computer operator/programmer, Computer Accounting Corporation
8. Full-time, junior programmer, Group Operations, Inc.
9. Part-time, technical writer, employer unnamed
10. Full-time, programmer, Vitro Automation Industry, Inc.

Both

1. Part-time study, Howard Community College; part-time, computer operator, C & P Telephone Company
2. Part-time study, Howard Community College; full-time, junior programmer, Columbia Data Products

3. No information given

Nursing

Employed

1. Full-time, technical information specialist, Maryland Environmental Service
2. Full-time, R N., employer unnamed
3. Part-time, staff nurse, Greater Laurel-Beltsville Hospital
4. Part-time, R.N., Johns Hopkins Hospital and Howard County General Hospital
5. Full-time, R.N., Johns Hopkins Hospital
6. Full-time, R.N., Springfield Hospital Center
7. Full-time, R.N., Dr. Price
8. Full-time, credit manager, Columbia Sports Distributors
9. Full-time, R.N., Greater Laurel-Beltsville Hospital
10. Full-time, clinical nurse, Maryland Institute for Emergency Medical Services Systems
11. Full-time, registered nurse, Johns Hopkins Hospital
12. No information given
13. Part-time, R.N., staff nurse, St. Agnes Hospital
14. Full-time, R.N., staff nurse, St. Agnes Hospital
15. Full-time, R.N., Montgomery General Hospital
16. Full-time, Graduate Nursing Associate, Johns Hopkins Hospital
17. Full-time, R.N., Lutheran Hospital
18. Full-time, R.N., staff nurse, Montgomery General Hospital
19. Full-time, R.N., Springfield Hospital Center
20. Full-time, staff nurse, St. Agnes Hospital
21. Full-time, R.N., staff nurse, James Lawrence Kernan Hospital
22. Full-time, nurse technician, Bon Secours Hospital
23. Full-time, assistant professor, oral & maxillofacial surgery, University of Maryland School of Dentistry
24. Full-time, R.N., Montgomery General Hospital
25. Full-time, general staff nurse, Lutheran Hospital
26. Full-time, staff nurse, St. Agnes Hospital
27. Full-time, Baltimore County General Hospital and Howard County General Hospital
28. Full-time, medical/surgical technician, employer unnamed
29. Full-time, R.N., Baltimore County General Hospital and part-time, salesperson, Cadetco Sales
30. Full-time, registered nurse, Taylor Manor Hospital
31. Full-time, staff nurse, St. Agnes Hospital
32. Part-time, terminal operator, Giant Food Inc.
33. Part-time, R.N., Johns Hopkins Hospital, OB/GYN and Nursery

Continuing Education

1. Part-time study, Howard Community College

Other

1. Full-time home responsibility

Carpentry

Employed

1. Full-time, Federal Contracting Officer, U.S. Government
2. Full-time, highway engineer II, employer unnamed
3. Full-time, carpentry trouble-shooter, employer unnamed
4. Full-time, replacement operator, GMAD (General Motors)

5. Full-time, Director Personnel/Affirmative Action, Howard Community College
6. Full-time, carpenter, Pellet Construction Company
7. Full-time, kitchen helper, employer unnamed

Continuing Education
1. Howard Community College

Both
1. Part-time study, Howard Community College; full-time home responsibility
2. Part-time study, Howard Community College; full-time, carpenter's apprentice, McMahon Door and Erection Company
3. Part-time study, Howard Community College; full-time, construction superintendent, Fordham/Coventry Associates
4. Full-time study, college unnamed; full-time, night manager, Allview Inn
5. Full-time study, Howard Community College; part-time, carpenter and maintenance man, Wallace H. Campbell

Biomedical Engineering Technology

Employed
1. Full-time, assistant field service engineer, Beckman Instruments
2. Full-time, field service engineer, Oxford Medilog
3. Full-time, electronic technician, U.S. Navy
4. Full-time, service engineer, Standard Medical Systems

Continuing Education
1. Full-time study, Howard Community College
2. Full-time study, Capitol Institute of Technology

Both
1. Full-time study, Capitol Institute of Technology; part-time, salesclerk, Tuerkes/lab aid, Howard Community College

Vision Care

Employed
1. Full-time, ophthalmic assistant, USPHS Hospital Eye Clinic
2. Full-time, vision care technician, Eric Cohen, O.D.
3. Full-time, registered optometric technician, Optometric Center of Maryland
4. Full-time, optometric technician, Optometric Center of Maryland
5. Full-time, optician, Dr. Morton Spind
6. Full-time, optometric technician, Optometric Group Practice

Both
1. Part-time study, Baltimore University School of Business; full-time, optometric technician, The Optometric Center

Plant Science

Both
1. Part-time study, Antioch University; full-time home responsibility

Other
1. Unemployed

Housing anagement

Employed

1. Full-time, project manager new homes, Russell T. Baker Company

III. GENERAL STUDIES

Employed

1. Full-time, clerk typist, Howard County School Board of Education
2. Full-time, secretary, Handleman Company
3. Full-time, manager, Bendix Field Engineering Corporation
4. Full-time, office administrator, Costain Maryland Inc.
5. Full-time, word processor, Ernst and Whinney
6. Full-time, employer unnamed
7. Full-time, instructional aide, Howard County Board of Education
8. Full-time, office manager, Hershon & Company Inc.
9. Full-time, preschool teacher aide, Child Development Center
10. Full-time, senior physicist

Continuing Education

1. Full-time study, Towson State University
2. Full-time study, University of Maryland, Baltimore Campus
3. Full-time study, Loyola University
4. Full-time study, Meredith College
5. Full-time study, University of Baltimore
6. Full-time study, University of Maryland, Baltimore Campus
7. Full-time study, University of Maryland, Baltimore Campus
8. Full-time study, Johns Hopkins University
9. Part-time study, University of Baltimore
10. Full-time study, University of Baltimore

Both

1. Part-time study, University of Maryland, Baltimore Campus; full-time, (seasonal) Media Aide
2. Part-time study, University of Baltimore; full-time, supervisor, General Electric
3. Part-time study, Towson State University; full-time, sergeant, Maryland State Police
4. Part-time study, Johns Hopkins University; full-time, village manager, Long Reach Community Association
5. Part-time study, Howard Community College; part-time driver, Urban Rural Transportation Association
6. Full-time study, Howard Community College; part-time, nurses aide, Lorien Nursing Home
7. Full-time study, Western Maryland College; part-time, barmaid, employer unnamed
8. Part-time study, University of Maryland, Baltimore Campus; part-time, sales, employer unnamed
9. Part-time study, University of Maryland, Baltimore Campus; full-time, cook, Woodward & Lothrop
10. Part-time study, Howard Community College; full-time, administrative secretary, Howard County Government

Other

1. In active military service

MARYLAND PUBLIC COMMUNITY COLLEGES GRADUATE FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly and return it in the envelope provided. This form should require less than 10 minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary.)

_____
(Name)

_____
(Address)

_____

ALL GRADUATES SHOULD COMPLETE PART I.

PART I.

A. Check the items that describe your current status. (check as many as apply)

37 [ ] In school
38 [ ] Employed
39 [ ] Not employed
40 [ ] Full-time home responsibility
41 [ ] In active military services
42 [ ] Other (specify) _____

B. Check the one statement which most closely corresponds to your primary reason for attending this community college. (check one)

[ ] 1. Exploration of new career or academic areas
[ ] 2. Preparation for immediate entry into a career
[ ] 3. Preparation for transfer to a four-year institution
43 [ ] 4. Update skills for a job currently held
[ ] 5. Interest and self-enrichment
[ ] 6. Other (specify) _____

C. Was your goal (indicated in Item B) achieved by the time you graduated from this community college? (check one)

44 [ ] 1. Yes
[ ] 2. No

D. How satisfied were you with the quality of classroom instruction in your program of study? (check one)

45 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

E. How satisfied were you with the overall quality of this community college? (check one)

46 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

F. What was the **most important** reason you chose this communtiy college? (check one)

47
- [ ] 1. Low cost
- [ ] 2. Convenient location
- [ ] 3. Program I wanted was offered
- [ ] 4. Financial aid was available
- [ ] 5. Unwilling or unable to attend another college
- [ ] 6. College's good academic reputation
- [ ] 7. Advice of friends
- [ ] 8. Advice of high school counselor

IF YOU ARE IN SCHOOL, COMPLETE PART 2; OTHERWISE, GO TO PART 3.

PART 2.

G. What type of school are you currently attending? (check one)

48
- [ ] 1. Another Maryland public community college
- [ ] 2. A public State college in Maryland
- [ ] 3. The University of Maryland
- [ ] 4. Maryland private four-year college or university
- [ ] 5. A private two-year Maryland college
- [ ] 6. Maryland technical or commercial school
- [ ] 7. Out-of-state four-year public college or university
- [ ] 8. Out-of-state four-year private college or university
- [ ] 9. Other out-of-state college or university

Enter name of school here:

_____

_____

H. What is your enrollment status in the school indicated above?

49
- [ ] 1. Part-time
- [ ] 2. Full-time

I. Indicate your overall grade point average for credits earned at the transfer school (based on a 4-point scale).

50
- [ ] 1. Less than 2.0
- [ ] 2. 2.0-2.4
- [ ] 3. 2.5-2.9
- [ ] 4. 3.0-3.4
- [ ] 5. 3.5 and over
- [ ] 6. Have not yet completed a full semester

J. To what extent was your curriculum program at this community college related to your major at the transfer school?

51
- [ ] 1. Directly related
- [ ] 2. Somewhat related
- [ ] 3. Not related

K. How satisfied were you with your preparation for transfer?

52
- [ ] 1. Extremely satisfied
- [ ] 2. Satisfied
- [ ] 3. Unsatisfied

L. How many credit hours earned at this community college were not accepted at the transfer school?

53
- [ ] 1. All credit hours accepted
- [ ] 2. Lost 1-3 credit hours
- [ ] 3. Lost 4-6 credit hours
- [ ] 4. Lost 7-12 credit hours
- [ ] 5. Lost 13-20 credit hours
- [ ] 6. Lost more than 21 credit hours

IF YOU ARE EMPLOYED, COMPLETE PART 3; OTHERWISE, GO TO PART 4.

PART 3.

M. Your current employment status.

54 [ ] 1. Employed part-time
[ ] 2. Employed full-time

N. What is the title of your current position?

_____

Employer's name and address:

55-57 S O C

_____

_____

_____

O. Will you give the college permission to contact your employer for the purpose of evaluating your community college program?

[ ] 1. Yes
[ ] 2. No

58 Supervisor's name: _____

Supervisor's title: _____

P. When did you begin your present job? (check one)

59 [ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

Q. Geographic location in which you are presently employed. (check one)

[ ] 1. Same county/city as this community college
[ ] 2. Other county in Maryland
[ ] 3. Baltimore City
[ ] 4. Washington, D.C.
60 [ ] 5. Delaware
[ ] 6. Pennsylvania
[ ] 7. Virginia
[ ] 8. West Virginia
[ ] 9. Other state

R. Relationship between your program at this community college and your job. (check one)

61 [ ] 1. Program directly related to job
[ ] 2. Program somewhat related to job
[ ] 3. Program not at all related to job

S. If your job is **not** related to your program of study, check the major reason below. (check one)

[ ] 1. Could not find job in field of preparation
[ ] 2. Better pay in field in which employed
62 [ ] 3. Better opportunity for advancement in field in which employed
[ ] 4. Did not want to work in the field of preparation
[ ] 5. Program of study at this college was not career-oriented
[ ] 6. Other (please explain) _____

T. On the average, how many hours per week do you work?

63-64 _____ hours

U. If you are employed *full-time*, what is your current salary (without overtime and before deductions)?

65-68 $_____ per (check one)

69 [ ] 1. Hour
[ ] 2. Week
[ ] 3. Month

V. Who helped you locate your current job? (check as many as appropriate)

70 [ ] Faculty member
71 [ ] College Placement Office
72 [ ] Newspaper
73 [ ] Employment agency
74 [ ] Contacted employer on my own
75 [ ] Family or friend
76 [ ] Other

W. How satisfied are you with your community college preparation for employment? (check one)

[ ] 1. Extremely satisfied
77 [ ] 2. Satisfied
[ ] 3. Unsatisfied

IF YOU ARE NOT EMPLOYED, COMPLETE PART 4.

PART 4.

X. Please check one.

78 [ ] 1. I am seeking a job
[ ] 2. I am not seeking a job

Y. If you are seeking a job, please check the **major** reason you have been unable to secure employment. (check one)

[ ] 1. Salary too low in the field for which I was prepared at the community college
[ ] 2. There are few openings in the field for which I was prepared
79 [ ] 3. I need more education to qualify for the job I want
[ ] 4. I have changed my career objective since graduating
[ ] 5. I have not looked hard enough

What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

_____ _____

_____

_____

Thank you for completing this questionnaire. Please return it in the enclosed prepaid envelope.

APPENDIX D

Table XXXIV

Mean Salary By College

COLLEGE	Mean Annual Salary
Allegany	$11,584.00
Anne Arundel	14,570.00
Baltimore	13,459.00
Catonsville	16,360.00
Cecil	13,415.00
Charles	13,622.00
Chesapeake	11,523.00
Dundalk	14,459.00
Essex	13,889.00
Frederick	14,191.00
Garrett	8,817.00
Hagerstown	11,880.00
Harford	14,021.00
Howard	15,066.00
Montgomery (Rockville)	14,281.00
Montgomery (Takoma Park)	12,736.00
Montgomery (Germantown)	15,686.00
Prince George's	15,620.00
Wor-Wic	9,895.00
TOTAL	$14,206.00

Bibliography
Howard Community College
Research Publications

Wenckowski, Charlene. Follow-Up of 1974 Graduates. Research Report No. 1. Howard Community College, July 1978.

Wenckowski, Charlene. Where Have All the No Shows Gone? Research Report No. 2. Howard Community College, February, 1975.

Wenckowski, Charlene. HCC Affirmative Action Plan, Fall, 1975. Revised Edition. Research Report No. 3. Howard Community College, January, 1976.

Wenckowski, Charlene. Career Interest & Educational Plans of Howard County High School Juniors, 1975. Research Report No. 4. Howard Community College, December 1975.

Wenckowski, Charlene. Howard Community College Statistical Profile. Research Report No. 5. Howard Community College, Oct. 1976.

Wenckowski, Charlene. Follow-Up of 1975 Graduates. Research Report No. 6. Howard Community College, July 1976.

Wenckowski, Charlene. Career Interest and Educational Plans of Howard County High School Juniors, Spring, 1976. Sub-Report No. 1. Howard Community College, February 1976.

Wenckowski, Charlene. Career Interests and Occupational Plans of Howard County High School Juniors, 1976 - Preliminary Report. Research Report No. 7. Howard Community College. September 1976.

Wenckowski, Charlene. Career Interests and Occupational Plans of Howard County High School Juniors, 1976. Research Report No. 8. Howard Community College, September 1976.

Wenckowski, Charlene. Statewide Follow-Up of 1971 First-Time Students. Research Report No. 8-A. Howard Community College, June 1976.

Wenckowski, Charlene. Howard Community College Goals Inventory. Research Report No. 9. Howard Community College, January 1977.

Wenckowski, Charlene. Follow-Up of 1976 Graduates. Research Report No. 10. Howard Community College, April 1977.

Smith, James, and Wenckowski, Charlene. Career Educational Needs of Adult County Residents. Research Report No. 11. Howard Community College, June 1977.

Wenckowski, Charlene. Employer Follow-Up Study. Research Report No. 12. Howard Community College, June 1977.

Wenckowski, Charlene. Statistical Profiles of Howard Community College. Research Report No. 13. Howard Community College, Jan. 1978.

Wenckowski, Charlene. Follow-Up of 1977 Graduates. Research Report No. 14. Howard Community College, June 1978.

Wenckowski, Charlene. Student Evaluation of College Services. Research Report No. 15. Howard Community College, June 1978.

Wenckowski, Charlene and Dabbs, Patricia. Adult Educational Needs Assessment. Research Report No. 16. Howard Community College, July 1978.

Wenckowski, Charlene. High School Juniors: Their Career Aspirations, Educational Plans, and Perceptions of Howard Community College. Research Report No. 17. Howard Community College, December 1978.

Wenckowski, Charlene. Statistical Profiles of Howard Community College. Research Report No. 18. Howard Community College, January 1979.

Nespoli, Lawrence. Follow-Up of 1978 Graduates, Volume I. Research Report No. 19. Howard Community College, September 1979.

Nespoli, Lawrence. Follow-Up of 1978 Graduates, Volume II. Research Report No. 19A. Howard Community College, September 1979.

Nespoli, Lawrence, and Nair, P. C. Employer Follow-Up, 1978. Research Report No. 20. Howard Community College, November 1979.

Nespoli, Lawrence, and Nair, P. C. Statistical Profiles of Howard Community College. Research Report No. 21. Howard Community College, January 1980.

Nespoli, Lawrence, and Buonaguro-Laidig, P. Student Evaluation of College Services. Research Report No. 22. Howard Community College, May 1980.

Nespoli, Lawrence, and Buonaguro-Laidig, P. Statistical Profiles of Howard Community College. Research Report No. 23. Howard Community College, January 1981.

Nespoli, Lawrence, and Radcliffe, Susan K. Statistical Profiles of Howard Community College. Research Report No. 24. Howard Community College, February 1982.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 28 1983